

Program A: Instruction**OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

The objectives and performance indicators that appear below are associated with program funding in the Base Executive Budget for FY 2002-2003. Specific information on program funding is presented in the financial section.

FY 2002-2003 PROGRAM PERFORMANCE FORM

DEPARTMENT ID: 19B - Special Schools and Commissions
 AGENCY ID: 19-672 Louisiana Systemic Initiatives Program
 PROGRAM ID: Program A: Instruction

1. (KEY) Through the Delta Rural Systemic Initiatives (RSI) program, to target 21 rural parishes in Louisiana to enhance teachers' content understanding of mathematics and science and update their skills with the latest teaching methodologies and the integration of technology in the classroom.

Strategic Link: LaSIP 1.1.2

Louisiana: Vision 2020 Link: Strategies 1.2; 1.3; 1.6; 2.11; 3.7

Children's Cabinet Link: LaSIP will provide professional development for content leaders and leadership teams to improve the content knowledge and teaching skills of Louisiana's K-12 educators. Due to Other Links: Support the Systemic Reform effort promulgated by LaSIP(1991-2001) and the Louisiana Accountable System.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Number of Professional Development Projects funded	11	12	19	19	3 ¹	3 ¹
K	Number of teachers served	500	656 ²	380	380	90 ¹	90 ¹
K	Number of students impacted	16,000	20,720 ³	16,000	16,000	3,000 ¹	3,000 ¹
K	Annual cost per teacher	\$1,750	\$916 ⁴	\$1,750	\$1,750	\$1,500 ¹	\$1,500 ¹
S	Number of schools served	90	123 ⁵	57	57	20 ¹	20 ¹
S	Number of districts served	21	20	19	19	21 ¹	21 ¹
K	Number of rural parishes served	Not applicable ¹	20 ⁶	Not applicable ¹	19 ⁶	21	21 ¹

¹ The agency reports that the activity in this effort is reduced during the Fiscal Year 2002-2003 because the federal funds (National Science Foundation) ends during the Fiscal Year 2002-2003.

² The agency reports in LaPAS, "Workshops during spring quarter have increased participation in the DRSI program".

³ The agency reports in LaPAS, "This number is conservatively estimated at 32 students per affected teacher".

⁴ The agency reports in LaPAS, "Number of teachers impacted has risen at a faster rate than costs have been expended".

⁵ The agency notes, "The addition of one project and funded projects serving more teachers than expected caused the number of schools to increase.

⁶ Although this agency did not have a performance standard for FY 2000-2001 and FY 2001-2002, the agency does report that the yearend performance value for FY 2000-2001 is 20 and the projected performance value for FY 2001-2002 is 19.

FY 2002-2003 PROGRAM PERFORMANCE FORM

DEPARTMENT ID: 19B - Special Schools and Commissions

AGENCY ID: 19-672 Louisiana Systemic Initiatives Program

PROGRAM ID: Program A: Instruction

2. (KEY) Through the Developing Educational Excellence and Proficiency (LINCS)/LINCS in Mathematics and Science activities, to provide professional development to 35 mathematics, 12 science content leaders, and 10 ELA leaders by June 30, 2003.

Strategic Link: LaSIP Goal I.1

Louisiana: Vision 2020 Link: Strategies 1.2; 1.3; 1.6; 2.11; 3.7

Children's Cabinet Link: LaSIP will provide professional development for content leaders and leadership teams to improve the content knowledge and teaching skills of Louisiana's K-12 educators. Due to LaSIP's efforts the children of Louisiana will increase their achievement and have the ability to enhance their quality of life.

Other Links: Support the Systemic Reform effort promulgated by LaSIP(1991-2001) and the Louisiana Accountable System.

Explanatory Note: The LINCS in Mathematics and Science Program is designed by the Louisiana State Department of Education (LDE) and LaSIP to recruit and train teacher-leaders who have strong subject matter background. In turn, districts hire these leaders full-time to work for several years with all math or science teachers in a cohesive subset of grades K-8 (e.g. 3-5) in a small number of schools. The leaders support these classrooms teachers in implementing standards-based innovative curricula and instructional and assessment practices. Through the Developing Educational Excellence and Proficiency (LINCS) in Mathematics and Science (1999-2000) which evolved into the LEarning-Intensive Networking Communities for Success in MAThematics, Science, and English Language Arts (ELA) (2000-present) activities, to provide professional development to mathematics, science and ELA content leaders annually.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Number of new LINCS/DEEP mathematics content leaders receiving professional development	Not applicable ¹	16 ²	Not applicable ¹	15 ³	35	35
K	Number of new LINCS/DEEP in science content leaders receiving professional development	Not applicable ¹	12 ²	Not applicable ¹	1 ³	12	12
K	Number of LINCS/English language arts (ELA) content leaders receiving professional development	Not applicable ¹	7 ²	Not applicable ¹	7 ³	10	10
K	Number LINCS/DEEP and other leadership team members receiving professional development	Not applicable ¹	13 ²	Not applicable ¹	47 ³	200	200
S	Number of school districts impacted	Not applicable ¹	30 ²	Not applicable ¹	27 ³	30	30
S	Number of classroom teachers directly impacted by the content leaders	Not applicable ¹	525 ²	Not applicable ¹	345 ³	330	330

¹ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

² Although this agency did not have performance standards for FY 2000-2001 and FY 2001-2002, the agency does report the yearend performance actuals for FY 2000-2001 and projected performance values FY 2001-2002.